

Section One – Management Resources

Objectives

1. Answer all the questions posed within the “What is Your Department’s Mission Statement.”
2. Access website resources and download information contained in the sites.
3. Identify the components of an Action Management Plan (AMP).
4. Identify resources that will assist a fleet manager prepare, implement, and evaluate a transportation department plan for the 2011-2012 school year.
5. Identify transportation department activities.
6. Using management resources, prepare, implement, and evaluate a management plan for at least one of the transportation department’s activities during the 2011-2012 school year.

The Transportation Department's Mission

- 1. What is your department's **written** mission statement?*
- 2. What are those disruptions that most interfere with carrying out your department's mission?*
- 3. What do people outside your department think is its mission?*
- 4. What do people in your organization or school district but not in your department think is its mission?*
- 5. Other than yourself, what do people inside your department think is its mission?*
- 6. As department administrator, how do you evaluate whether and to what degree the department is accomplishing its mission?*

Fleet Data: Manager's Basic Information

Start the school year with accurate data then update every six (6) weeks alternating days.

1. Number of drivers – Full & Part time
2. Number of buses – Regular and Spare
3. Miles per bus per day
4. Total fleet miles per day
5. Total fleet miles per year
6. Annual average miles per bus (Regular buses only)
7. Number of students eligible for pupil transportation
8. Rides per day (AM + Noon + PM Routes)
9. Total rides per school year (180 days)
10. Students per bus run (AM, Noon, & PM)

Website Resources & Addresses¹

Michigan Websites:

[Admin Rules by Department](#)
[Admin Rules by Number](#)
[Bus Driver Medical Examination Questions](#)
[Bus Driver 2-year physical Exam Materials, 062210](#)
[The Legislature](#)
 [House Fiscal Agency](#)
 [Senate Fiscal Agency](#)
[CDL Manual](#)
[Google Map, 071108](#)
[Interview tips](#)
[Michigan Court Opinions - Court of Appeals & Supreme Court](#)
[Michigan Legislature](#)
[MAPT](#)
[MDoE - Student Educational Records: Privacy](#)
[MDoT Certified Carriers](#)
[MDoT Regional Offices](#)
[Michigan](#) Uniform Traffic Code Document
[Michigan Attorney General Opinions](#)
[Michigan Department of State - Mechanic Certification Requirement](#)
[Michigan Vehicle **Service & Repair Act**](#)
 [Motor Vehicle **Service & Repair Act Rules**](#)
[Michigan Approved **Non-public Schools**](#)
[Michigan **Records and Retention Schedule**](#)
[Michigan School Business Officials - ASE Mechanic Certification Program](#)
[Michigan School Bus Officials - School Bus Specifications](#)
[Michigan School Business Officials Trans. **Supervisors' Task Calendar**](#)
[Michigan School District Maps](#)
[Michigan School Districts - Square Miles](#)
[Michigan State Police School Bus Inspection Procedures - Red & Yellow tags](#)
[Michigan Traffic Crash Data](#)
[Michigan Vehicle Code](#)
[Michigan County Roads – seasonal load restrictions](#)
[MI County Roads - Seasonal Load Restrictions](#)
[MIOSHA - **Right-to-Know** Regulations & Employee Training](#)
[MSBO Michigan School Business Officials](#)
[Pre-employment Inquiry Guide](#)
[Pupil Transportation Best Practices](#)
[**Records Retention for Michigan Public Schools**](#)
[School District Pupil Transportation Department Expense Data](#)
[School District Area \(square miles\)](#)

¹ Electronic version of Website Resources can be found on the MVU or MDoE websites under Part I: “Back-to-School Briefing” Resources and Materials. The electronic version will allow access to the listed website resources.

[SE-4094 Transportation Expense Report Users' Guide](#)
[SE-4094 Transportation Expense Reports](#)
[State Government Departments - Education, State Police, Transportation etc.](#)
[Uniform Traffic Code for Cities, Townships, & Villages - backing a school bus](#)

Federal Websites:

[American Diabetes Association - School Bus Driver Information](#)
[CNN - Seatbelt Press Conference by NHTSA Administrator](#)
[Code of Federal Regulation](#)
[Code of Federal Regulation - Table of Contents](#)
[Code of Federal Regulation - Mirror Adjustment Template](#)
[Conversion English to Metric to English Measures](#)
[Energy Information Administration - Fuel \(Diesel & Gasoline\) Data](#)
[Federal Motor Carrier Safety Administration \(FMCSA\)](#)
[Employer Obligation to promulgate policy on misuse of alcohol and use of controlled substances](#)
[FMCSA - School Bus **Driver Physical** Information](#)
[**Compliance-Safety-Accountability: CMV Inspection Program**](#)
[Requesting Alcohol and controlled substance use from previous employers](#)
[Federal Transit Administration - Public Transit Providing Pupil Transportation](#)
[Head Start Transportation Regulations - CFR](#)
[Homeless Ed Trans Info](#)
[Identification & Evaluation of **School Bus Route & Hazard Marking System**](#)
[Insurance Institute for Highway Safety](#)
[Kansas Dept of Ed National Loading/Unloading Surveys](#)
[Manual of Uniform Traffic Control Devices](#)
[McKinney-Vento Act - Homeless Children Education,](#)
[NASDPTS School Bus FMVSSs](#)
[National Association of State Directors of Pupil Transportation Services](#)
[National Center for Homeless Education Resources](#)
[**National Center for Safe Routes to School**](#)
[National Highway Traffic Safety Administration](#)
[National Highway Traffic Safety Administration - **School Buses**](#)
[National Highway Traffic Safety Administration - **Selecting School Bus Stops**](#)
[National School Transportation Specifications and Procedures 2005 Edition](#)
[National Transportation Safety Board - **School bus crashes**](#)
[National Weather Service - wind chill calculator](#)
[Office of Drug & Alcohol Policy & Compliance](#)
[**Safe Routes to School**](#)
[School Bus Driver In-service Safety Series](#)
[School Bus Travel To & From Canada](#)
[School Bus Recalls](#)
[School Transportation Safety Assessment Checklist - PTSI Syracuse, N.Y.](#)
[USDoe SpEdTrans FAQs, 120609](#)

Industry Standard Action Management Plans (AMP)²

1. Your bus fleet is experiencing a high number of on-the-road breakdowns. School officials and the community are questioning the safety of the district's school bus fleet. Develop a plan to resolve the breakdowns and instill once again the confidence of the community in the safety of the department's school buses.
2. Develop a plan for the efficient and orderly replacement of school buses in your fleet. Consider bus specifications, purchasing options, and detailed replacement criteria.
3. Develop a plan to determine the level of success of the transportation department accomplishing its stated mission. The report must include information on the daily activity of the operation as well as the periodic status of the operation. The report must include qualitative as well as quantitative information.
4. Develop an action management plan to provide direction for the development of bus routes and stops that reflect an effective and efficient school bus operation. Your plan should include, at a minimum, an overall routing concept, service level criteria including grade level considerations, student eligibility requirements, and bus loading parameters.
5. Develop a plan that insures no child remains on the bus, without adult supervision, following route completion. The plan must include sufficient redundancy and record keeping to make it failsafe.
6. You receive a phone call on Sunday from your school bus driver on a field trip to Canada. She indicated that she was involved in a crash with a motorcycle. She and all the children are okay; however, the motorcyclist was fatally injured. Your driver was charged with involuntary manslaughter because she pulled in front of the motorcycle. The Canadian Mounted Police impounded the school bus and set \$500 dollar bail for the driver. She has only \$20. Develop a plan to deal with this situation.
7. Develop a plan to create and carry out a training program(s) for pupil transportation department staff.
8. You accepted a new position as transportation supervisor. The Human Resources Director asked for a status report on the licensing, qualifying, and training required of and provided to all department staff. Develop a plan that will provide that information.

² Specifics of the Action Management Plans (AMP) can be found on the MVU and MDoE websites under the heading Part I: "Back-to-School Briefing" Resources Materials.

School Bus Routing and Student Loading & Unloading

MCL [257.1855](#) Parts 1-8³ provides legal authority for schools and school bus fleets to plan, establish, and carry out a process to transport eligible children and school children to and from school.

Action Plan #4: Develop an action management plan to provide direction for the development of bus routes and stops that reflect an effective and efficient school bus operation.

Statement of Problem, Question, or Situation	
<p style="text-align: center;">Topic #4</p> <p>Develop an action management plan to provide direction for the development of bus routes and stops that reflect an effective and efficient school bus operation. Your plan should include, at a minimum, an overall routing concept, service level criteria including grade level considerations, student eligibility requirements, and bus loading parameters</p>	
Attributes of Problem, Question, or Situation	
<p>Attributes are</p> <p>Qualities</p> <p>Characteristics</p> <p>Traits</p> <p>Features</p> <p>Elements</p> <p>Parts</p> <p>Aspects</p> <p>of the Problem, Question, or Situation.</p>	<p>Area – Square miles, linear (road) miles, topography, & development (students' locations' and residential, commercial, industrial development); traffic volume and speed, traffic bottlenecks throughout district; water crossings, railroad crossings, natural or artificial barriers that may impede vehicle traffic especially school bus operation; vehicle crash information that will influence how routes are developed and what special driver training and routing exception may be necessary</p> <p>Riders – Enrollment, eligible for pupil transportation (how determined and how many?), riders (why?), Reg. Ed., & Spec. Ed. necessary special resources – medical, technical, and personal for riders, needed resources impact upon type of buses needed and what special routing considerations must be made, e.g. several special education students have severe impairments requiring identification of fire and police stations, and medical facilities along route to seek necessary medical attention for those students and identify areas along route to pull a school bus out of traffic and stop so on-board bus assistants and medical personnel can perform required student medical or behavior protocols</p> <p>Time – Pickup, drop off, bell times (buildings), arrival, departure, & environment, speed limits on roadways and what time of day are there special traffic, environmental, and or operational issues, e.g. large factory near middle school lets out day shift during school dismissal time. Unique route needs or student protocols impacts time necessary to transport students to and from school and home.</p>

³ The specifics of MCL 257.1855 can be found on the MVU and MDoE websites under Part I: Back-to-School Briefing Resource Materials.

Describe strategies or options to focus on attributes
<ol style="list-style-type: none"> 1. Review & research legal requirements for school bus stops and routing, i.e. laws, rules, regulations, & AGOs. 2. Identify local policies & procedures determining the need for pupil transportation services. 3. Audit existing equipment and equipment needs to meet proposed transportation service plan. 4. Identify resources to assist with the development and management of a school bus routing plan. 5. Review and research national operational procedures and best practices for school bus route development. 6. Develop a risk management process to evaluate continuously the existing and proposed school bus routing plan.

Identify AMP objectives	Define minimum performance levels for each objective
<ol style="list-style-type: none"> 1. Identify & collect all state laws and regulations applicable to school bus route development and management. 2. Identify & collect all state rules applicable to school bus route development and management. 3. Identify & collect Michigan Attorney General Opinions applicable to the development and operation of school bus routes. 4. Identify & collect federal laws, regulations, recommendations applicable to school bus route development and management. 5. Identify & collect organization's/district's existing <u>written</u> transportation policies, procedures, and operating practices. 6. Determine if <u>unwritten</u> transportation procedures and or operating practices exist. 7. Identify number of students eligible for transportation services. 8. Calculate number of eligible students using transportation services. 9. Inventory organization's/district's and 3rd party operator's existing staff and rolling stock dedicated to providing and managing transportation services. 10. Calculate the impact of building bell times and vehicle transportation times upon vehicle utilization. 11. Identify non-organization/non-district resources influencing transportation route development and operation. 12. Develop a routing scheme that maximizes vehicle utilization, minimizes transportation time, and minimizes risks when performing transportation services. 	<ol style="list-style-type: none"> 1. Read & review applicable sections of State Constitution, School Code, State School Aid Act, Human Services Dep't., and Pupil Transportation Act. 2. Read & review rules for transporting non-public school students, child-care children, and head start children. 3. Read & review AGO's describing transportation purpose and circumstance. 4. Read & review FTA "Tripper Service," NHTSA "Pre-school Recommendations, Head Start Regulations, & IDEA Auxiliary Service Transportation requirements, and National School Transportation Specifications & Procedures – May 2005. 5. Read & review existing policies, procedures, and operating practices. 6. Interview organization/district administrators and department staff regarding transportation operating practices. 7. Audit current route plan & schedule. 8. Identify & audit current transportation count data & reports. 9. List staff by job function and status. List rolling stock by type, assignment, status, mission readiness. 10. Report in writing how current building bell times and vehicle transportation times influence vehicle utilization. 11. List local governmental units within organization's/district's service unit. Locate law enforcement, fire, road commission, DPW, planning commission, and emergency operations headquarters.

	<p>12. Report current vehicle utilization and practical changes to vehicle utilization with proposed changes to building bell times and transportation times. Emphasize economic and risk changes with current and proposed routing schemes.</p>
<p align="center">List actions/tasks to accomplish objectives</p>	
<ol style="list-style-type: none"> 1. Download or copy appropriate information from Michigan Constitution, School Code, State School Aid Act, Department of Human Services, and Pupil Transportation Act. 2. Download or copy appropriate rules for transporting non-public school students, child-care children, and head start children. 3. Download or copy appropriate AG Opinions describing transportation purpose and circumstance. 4. Download or copy appropriate national regulations & recommendations – FTA “Tripper Service,” NHTSA “Pre-school Recommendations, Head Start Regulations, IDEA Auxiliary Service Transportation requirements, and National School Transportation Specifications & Procedures – May 2005. 5. Compile all local written transportation policies, procedures, and operating practices. 6. Prepare written report on results of interviews with organization/district administrators and department staff regarding transportation operating practices & procedures. 7. Prepare audit report noting exceptions to transportation laws, regulations, rules, and recommendations, and local written policies and procedures. 8. Compile student enrollment, student transportation eligibility, and student ridership data. 9. Compile numbers of transportation staff by job function and status. Compile vehicles used to provide pupil transportation service by type, status, and mission readiness history (reliability). 10. Prepare a written report comparing and contrasting building bell times and transportation time necessary to meet the building bell times. Analyze building bell time intervals and how the intervals affect the number of vehicles necessary to provide service or the utilization of vehicles when providing service. If appropriate, recommend bell time changes that will improve transportation effectiveness and efficiency. Identify what cost reductions and risk reductions would result from bell time changes. 11. Schedule meetings with resource people from local and county government. Prepare an agenda outlining routing plan with implications for those governmental units. 12. Prepare a written three-year transportation routing plan identifying the type and use of vehicles necessary to provide pupil transportation, the number of staff necessary to carry out the service, and the operating practices and procedures necessary to effectively utilize resources and minimize transportation risks. 	
<p align="center">Identify methods to evaluate actions/tasks to meet objectives</p>	
<p>1, 2, & 3. Compile a library of appropriate online or hardcopy Michigan laws, regulations, rules, A.G. Opinions and recommendations regarding developing a pupil transportation routing plan.</p> <p>4. Compile a library of appropriate online or hardcopy Federal “Tripper Service” definition, NHTSA Recommendations, Head Start Regulations, IDEA Auxiliary Service Transportation Regulations, National School Transportation Specifications & Procedures – May 2005.</p> <p>5. Compile a library of district/organization written policies, procedures, and operating practices.</p> <p>6. Present to superiors a report of interviews with district/organization administrators and department staff.</p> <p>7. Apply results of report of students eligible for pupil transportation to preparation of three-year</p>	

transportation route plan.

8. Compare student enrollment to number eligible for transportation to the number actually using the service. **Calculate average ridership** per school day (AM, Noon, & PM) and average change in ridership from each of 5 count days – Monday, Tuesday, Thursday, & Friday – approximately 6 weeks apart.

9. **Present a database** of transportation staff by employer and transportation job function. Present a database of vehicles used to carry out transportation mission by owner, type, status, and mission readiness.

10. **Presentation of written report** comparing and contrasting building bell times and transportation times and the impact upon effective and efficient use of district's/organization's resources.

11. **Present a record** of meeting dates, agenda, participants, minutes, and outcomes of meetings with local and county law enforcement, fire, and medical first responders, and traffic and highway engineering resources.

12. **Present three-year transportation routing plan** to supervisor for approval. Place emphasis upon the development of a resource budget to support the three-year plan.

School Bus Stops and Student Loading and Unloading

MCL [257.1855](#)⁴ parts 1-8: Provides legal authority and process for identifying, planning, and establishing school bus routes and school bus stops transport children and schoolchildren to and from school.

Identification and Evaluation of School Bus Route and Hazard Marking Systems⁵

Selecting School Bus Stops: A Guide for School Transportation Professionals - July 2010⁶

⁴ The law is described verbatim on the MVU and MDoE websites in Part I: "Back-to-School Briefing Resource Materials.

⁵ The complete report can be found on the MVU and MDoE websites in Part I: "Back-to-School Briefing Resource Materials.

⁶ The complete report can be found on the MVU and MDoE websites in Part I: "Back-to-School Briefing Resource Materials.

School Bus Stop Loading & Unloading Risk Factors⁷

1. **Age** of student passengers ([AG Opinion No. 5825](#)⁸, December 9, 1980, Title: Liability for negligent act of school bus driver discharging children at bus stop: "Selection of bus stops for receiving and discharging students must be exercised with reasonable care so that the bus stop is in a place of safety. What constitutes a place of safety depends upon the **age**, **experience** and **ability** of the student passengers. Thus, ... the Court said that a place of safety for an 18-year-old high school senior of ordinary intelligence and experience might be a place of peril for an inexperienced 6-year-old first grader.
2. **Traffic Speed** in the area of bus stop (speed limit, average speed, & 85th percentile speed), contact the road commission that has jurisdiction over the highway
3. **Traffic Volume** in the area of the bus stop (traffic studies done by local, county, or state road commissions), contact the road commission with jurisdiction over the highway
4. **Highway Design & Geometry** Check with local, county, or state road commissions, and review [Michigan Manual of Uniform Traffic Control Devices](#) and [Part 7: Traffic Controls for School Areas](#)
5. **Bus Stop** Environment (Within 1/10 of a mile, 528 feet of stop location)
6. **Special Circumstances** (riders, vehicle, traffic or roadway situation)

⁷ School Bus Risk Assessment document is included on the MVU and MDoE websites under heading Part I: "Back-to-School Briefing" Resource Materials.

⁸ The text of Opinion No. 5825, 12/9/80, can be found in [Michigan Attorney General Opinions](#), Website Resources & Addresses, on the websites of MVU & MDoE Part I: "Back-to-School Briefing Resources and Materials

School Bus Stop Site Situation Review

Perform this review for all proposed as well as existing school bus stops.

Stop Site Situation	Yes	No	Comments
A) Bus Signal Mode			
Overhead Red Lights			
Hazard Lights			Approval needed for all stops.
B) Speed Limit			
>45 mph			Hazard light stop off roadway
≤45 mph			Hazard light stop on roadway
C) Sight Distance			
≥400'			} >35mph speed limit ("I" Intersections)
<400'			
≥200'			} ≤35mph speed limit ("I" Intersections)
<200'			
D) Student Movement			
Crossers			Only red light stops
No Crossers			Possible hazard light stop
E) Number of Traffic Lanes			
<3			
≥3			No crosses with red light stops
F) Distance from Intersection			
≥200'			
<200'			<u>Approval for all stops-red light & hazard</u>
No Intersection			
G) Signalized Intersection			
Yes. Bus stop ≥50'			
Yes. Bus stop <50'			No red light stops.
No Signalized Intersection			
H) Traffic Lanes			
No Separation			
Physical or land separation			No crossers allowed
I) School Bus Position			
On Roadway			Crossers @ bus stop
Off Roadway			Only red light for right pick up Hazard light stops >45mph

School Bus Stop Site Risk Assessment Matrix

R I S K	Decision Grid	LEGAL	
		Yes	NO
	Low	(1) Stop site is legal and risk assessment is acceptable. The location is acceptable.	(2) Stop site is illegal; however, risk assessment is acceptable. Location is unacceptable. Redesign stop to make it legal.
	High	(3) Stop site is legal; however, risk assessment is unacceptable. Location is unacceptable. Redesign stop to acceptable risk.	(4) Stop site is illegal and risk assessment unacceptable. Unacceptable location, change stop and/or stop location.

The goal of the school bus stop site risk assessment is to insure that all school bus stop sites are legal and of acceptable risk.

The school bus stop circumstances described and illustrated below indicate how to apply the Risk Assessment Matrix.

Circumstance One – School bus stop established on a multiple lane roadway including bicycle lanes.



Three (3) lane roadway, a westbound travel lane, a center left-turn lane, and an eastbound travel lane. The westbound and eastbound travel lanes are seventeen and one half (17.5) feet wide. Included in each travel lane is a six and one half (6.5) foot wide bicycle lane. Therefore, when an eight (8) foot wide school bus stops to load or unload schoolchildren, there is nine (9) feet of roadway for traffic to flow unobstructed around the stopped school bus.

Hazard warning light stop is used to load and unload schoolchildren at this stop.

MCL [257.657](#) Rights and duties of persons riding bicycles – “Each person riding a bicycle ... upon a roadway has all of the rights and is subject to all of the duties applicable to the driver of a vehicle ...”

MCL [257.660a](#) Operation of bicycle upon highway or street – “A person operating a bicycle upon a highway or street ... shall ride as close as practicable to the right-hand curb or edge of the roadway except as follows:

(c) When conditions make the right-hand edge of the roadway unsafe or reasonably unusable by bicycles, including, but not limited to, surface hazards, an uneven roadway surface, drain openings, debris, ***parked*** or moving vehicles or bicycles, pedestrians, animals, or other obstacles, or if the lane is too narrow to permit a vehicle to safely overtake and pass a bicycle.”

MCL [257.1855 \(2e\)](#) "... allow traffic to flow and to provide for the safety of pupils being boarded or discharged ..."

MCL [257.1855 \(2f\)](#) "... leaving the normal traffic flow unobstructed and provide for the safety of pupils being boarded or discharged ..."

The circumstances elevate the risk at this stop; however, the stop meets the legal criteria of MCL [257.1855 \(2e\)](#) or [\(2f\)](#). Ask the question "Is the risk at the stop more acceptable than the risk at or legality of a subsequent stop location?"

Circumstance two – Two (2) school buses going in the same direction stop on the roadway to transfer students going to or from school.



There are three (3) primary risks when evaluating this type of transfer stop.

First, motorist being able to see both school buses in this transfer stop situation. Each school bus blocks an approaching motorist's view of the other bus at the transfer stop.

Second, the timing of the arrival at the transfer location for the two school buses. When buses arrive at the transfer stop and which school bus arrives when may confuse approaching motorists. If a red light stop is used to control traffic, motorists may end up stopped between school buses. The school bus arriving early will confuse motorists with amber lights flashing until the second bus arrives to activate red lights to stop traffic.

Third, without a traditional student pick-up or drop-off at an apparent residence, motorists may become confused about what they are to do and take action putting students, school bus, and themselves at risk.

The risks inherent with circumstance two, motorist sight obstruction, unpredictable school bus arrival, and subsequent motorist confusion result in unacceptable risk. The only offsetting advantages to these risks are that the school buses are on the same side of the roadway and students do not have to cross the roadway. These advantages are not enough to offset the risks. Move this transfer stop to an off-roadway location.

Circumstance three – Two (2) school buses traveling in opposite directions on the same roadway stop on that roadway to transfer students going to or from school.



There are three (3) primary risks when evaluating this type of transfer stop.

First, motorists being able to see both school buses in this situation. Each bus blocks the motorist's view of the area ahead of the school bus.

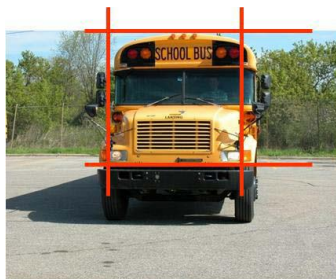
Second, the timing of the arrival of each school bus to the transfer stop location. Buses arriving at different times may trap motorists between the buses. This will cause a greater than desired separation between school buses at the stop site.

Third, without a traditional student pick-up or drop-off at an apparent residence, motorists may become confused. This confusion may result in motorists taking action that will put students, school bus, and other highway users at an unacceptable risk. This stop requires students to cross the road to get to the transfer school bus. Students crossing the roadway in such a situation face an unacceptable risk.

The opposing buses transfer stop situation poses unacceptable risks to students, school bus, and motorists. Two school buses stopped in opposition to one another create too large a sight distance obstruction for approaching motorists. Inconsistent bus arrival times may trap motorists in the area between the opposing school buses. The potential for motorist confusion resulting in ill-advised actions or behaviors put students required to cross the roadway into harm's way. Once more, the risks to students, school bus, and other highway users far outweigh any advantage gained from an expedited transfer stop. Move the stop to an off-roadway site.

Circumstance four – a school bus enters an intersection and stops to pick-up or drop-off students.

Consider two laws when evaluating whether or not this is a legal or low risk school bus stop. MCL [257.22](#)⁹ indicates that an intersection is "The area embraced within ... the lateral boundary lines of the roadways of 2 highways which join one another ... or the area within which vehicles traveling upon different highways ... may come in conflict." MCL [257.1855](#)(2) (g)¹⁰ indicates "The distance of not less than 200 feet required for light activation by this subsection shall be measured on the roadway or private road on which the stop is made for receiving or discharging pupils." MCL [257.1855](#)(8) (a & b)¹¹ indicates that school buses must be clearly and continuously visible in the front from the roofline to and including the headlights at the specified distances. In the rear, see the school bus from the roofline to and including the tail lamps and stop lamps.



⁹ To see complete text of this law, go to Michigan Websites click on Michigan Legislature and insert 257.22 in the MCL SECTION.

¹⁰ Go to Michigan Websites; click on Michigan Legislature and insert 257.1855 in the MCL Section box. Scroll to part 2g.

¹¹ Go to Michigan Websites click on Michigan Legislature and insert 257.1855 in the MCL SECTION. Scroll to Part 8.



A: Totally in Intersection



B: Partially in Intersection



C: Completely in Intersection



D: Partially in Intersection



E: Completely in Intersection

Pictures A – E illustrate three (3) situations where a school bus is stopped to either drop-off or pick-up schoolchildren. **Picture A** shows a school bus completely blocking the intersection. The bus stop is on two roadways; however, a school bus can only signal traffic on one of the roadways. MCL [257.1855\(2\)\(g\)](#) indicates the bus driver must signal at least 200 feet prior to the stop on the roadway on which the stop takes place. Parts 8a & 8b of the same section describes the minimum sight distance requirement for a school bus stop. The stop in picture A violates both of these sections.

Pictures B & C illustrate front and rear views of a school bus after turning left and stopping in an intersection to drop-off or pick-up schoolchildren. The bus is not positioned so approaching motorists can see easily either the overhead amber and red lights or hazard lights. However, the stop does meet the clear and continuous sight distance requirements. The bus does not meet the hazard light requirement that traffic safely flow around the school bus. It also does not meet the red light stop requirement of signaling traffic for 200 feet on the roadway where the stop will take place.

Pictures D & E illustrate front and rear views of a school bus after turning right and stopping in an intersection to drop-off or pick-up schoolchildren. This intersection stop is illegal for the same reasons as the previous illustration. Traffic cannot flow safely around the bus required in a hazard light stop. The bus driver does not signal for at least 200 feet prior to carrying out a red light stop.

There are three (3) primary risks when evaluating these intersection stops.

First, school buses obstruct traffic on two roadways.

Second, traffic cannot safely flow around a school bus.

Third, approaching motorists may not have a completely clear and continuous view of a school bus.

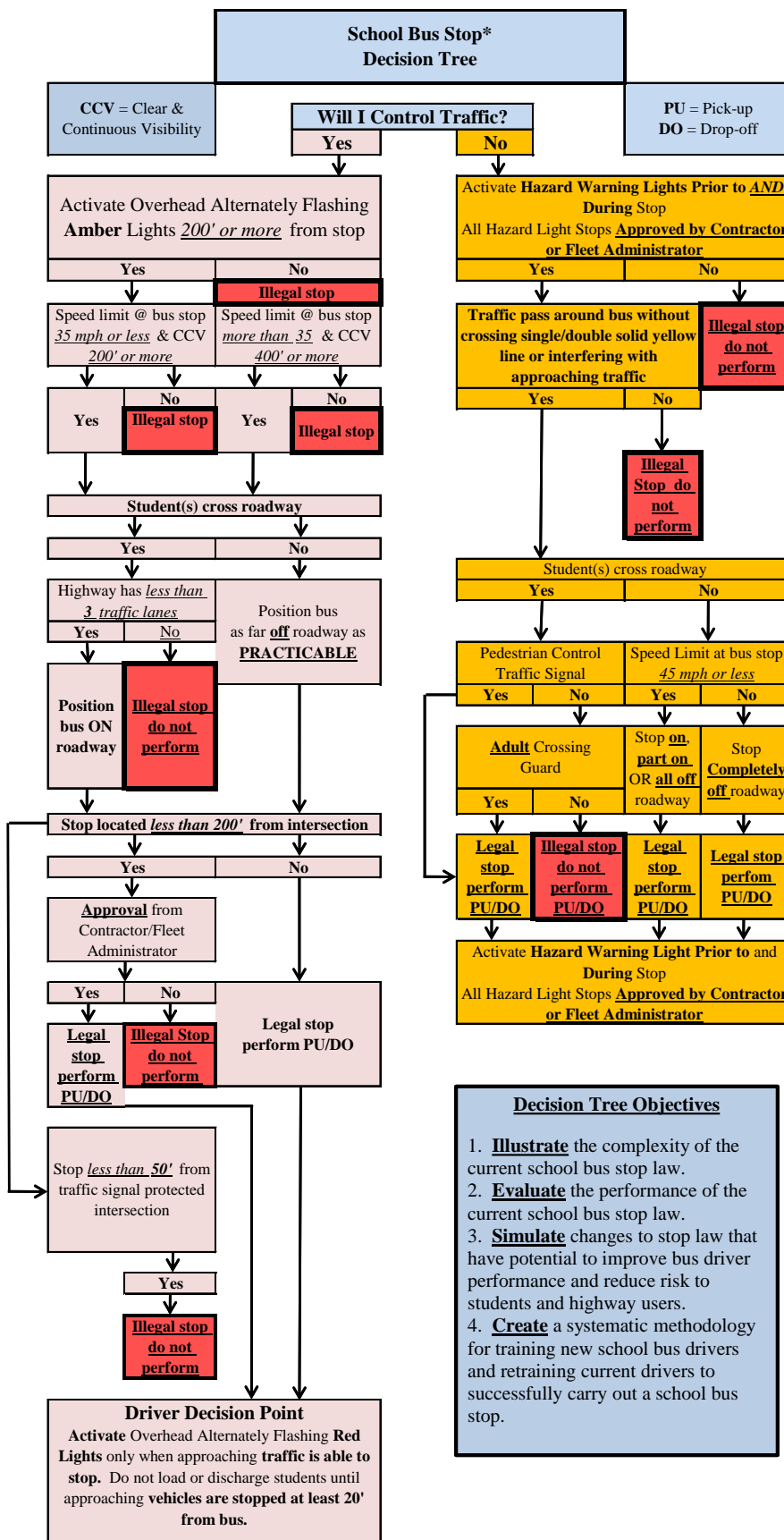
Intersection stops are illegal and unacceptably high risk.

There are two (2) primary issues when evaluating the legality of an intersection stop.

First, while stopped in an intersection, a school bus simultaneously occupies two roadways. The school bus driver cannot carry out the required traffic control on both roadways.

Second, when turning into an intersection, a school bus driver shall signal for 200 feet prior to stopping to drop-off or pick-up schoolchildren.

Red light intersection stops are illegal.



Decision Tree Objectives

1. **Illustrate** the complexity of the current school bus stop law.
2. **Evaluate** the performance of the current school bus stop law.
3. **Simulate** changes to stop law that have potential to improve bus driver performance and reduce risk to students and highway users.
4. **Create** a systematic methodology for training new school bus drivers and retraining current drivers to successfully carry out a school bus stop.

* PA-187 of 1990 Amended 2010, The Pupil Transportation Act, MCL 257.1855 (1-8)

Providing Pupil Transportation To and From School Using Public Transit Transportation Systems

MCL [257.1807](#) indicates "School Bus includes a vehicle operated by a public transit agency or authority." This section of the Pupil Transportation Act (PA-187 of 1990 Amended 2006) provides the authority for school districts to collaborate with local public transit agencies or authorities to provide transportation for schoolchildren to and from school.

[Federal Transit Administration Public Transportation and School Buses Q&A](#)

Part 605 - School Bus Operations

Trippler service means regularly scheduled mass transportation service which is open to the public, and which is designed or modified to accommodate the needs of school students and personnel, using various fare collections or subsidy systems. Buses used in tripper service must be clearly marked as open to the public and may not carry designations such as "school bus" or "school special". These buses may stop only at a grantee or operator's regular service stop. All routes traveled by tripper buses must be within a grantee's or operator's regular route service as indicated in their published route schedules.

Managing and Planning School-Related Trips (Field Trips)

MCL [257.1810a](#) (1) indicates, "A school may contract with a [licensed Motor Carrier of Passengers](#) for a motor bus to be used for **occasional** transportation of pupils to or from school-related events. *A school shall not directly operate a motor bus* for the use of pupil transportation to and from school or school-related events. A motor carrier certified by the state transportation department shall not use a motor bus to transport pupils to and from school."¹²

Occasional, defined in Merriam-Webster Dictionary, - : encountered, occurring, appearing, or taken at irregular or infrequent intervals <occasional visitors> <an occasional vacation>

¹² For complete text of 257.1810a go to Websites and Resources click on Michigan Legislature and insert 257.1810a in the MCL Section box. For a list of Motor Carrier of Passengers go to Website Addresses and Resources and click on MDOT Certified Carriers

School Closing Criteria

Date of recording: _____

Time of recording: _____

Name of recorder: _____

Criteria Circle appropriate datum for each criterion. Include any applicable notes.	Criteria Specifications
<u>Visibility</u> $\leq .10$ mi $.25$ mi $\geq .50$ mi	One-tenth, 1/10, of a mile is 528 feet. Visibility is so impeded it violates the legally required site distance for bus stops. Site distance so restricted that a motorist does not have enough time and distance to make appropriate decision regarding the safe operation of his or her motor vehicles.
<u>Snow depth</u> $\leq 6''$ $9''$ $\geq 12''$	Minimum of six inches on level ground. Depth to such an extent to impede the operation of motor vehicles and the safe walking of children. Information provided by Weather Bureau, Police Department, City Public Service Department and District observers.
<u>Status of snow removal</u> Snow removal schedule: behind on ahead	Schedule determined by City Public Service Department, District Physical Plant crews, time of initiation of snow plowing activity and District observers.
<u>Icing conditions</u> Temperature: $\geq 28^{\circ}\text{F}$ 32°F $\leq 34^{\circ}\text{F}$ $\leq 19^{\circ}\text{F}$ Accumulation: $< 1''$ $1''$ $> 1''$	Temperature range $\geq 28^{\circ}\text{F}$ and $\leq 34^{\circ}\text{F}$ yields minimum coefficient of friction (CoF). Temperature $\leq 19^{\circ}\text{F}$ sodium chloride, road salt, begins to lose ice-melting efficacy. Accumulation impedes the operation of motor vehicles and safe movement of pedestrians as determined by Police Department, Public Works Department and District observers. Icing conditions may disrupt utility service to the district's attendance area.
<u>Flooding conditions</u> Flood stage above at below	Water depth impedes motor vehicle operation and safe pedestrian movement as determined by Weather Bureau, City Emergency Preparedness Office, Police Department, Public Service Department, and District observers.
<u>Temperature</u> Wind chill: $\leq -25^{\circ}\text{F}$ Temperature: $\leq -25^{\circ}\text{F}$ $\geq -19^{\circ}\text{F}$	Straight-line or wind chill temperatures of $\leq -25^{\circ}\text{F}$ as determined by the Weather Bureau considered a threat to children outside. Straight-line temperature range of $\geq -19^{\circ}\text{F}$ and $\leq -25^{\circ}\text{F}$ indicates restriction of outside activities by children.

**2010-11
TRANSPORTATION EXPENDITURE REPORT (SE-4094)**

District Code:			District Name:						
Line Item	Account Code	Description	Reg/Voc Ed		Special Ed - Sec 52		Special Ed - Sec 53a		Total
			FTE	Expenditure	FTE	Expenditure	FTE	Expenditure	
			(1)	(2)	(3)	(4)	(5)	(6)	
1000 - SALARIES									
1	1190	Supervisor							
2	1610	Bus Drivers							
3	1620	Secretarial/Clerical							
4	1630	Aides							
5	16xx	Other Support							
6	TOTAL SALARIES								
7	2000	Employee Benefits							
3000/4000 - PURCHASED SERVICES - NON VEHICLE RELATED COSTS									
8		Local Expenses							
9	34xx	Telephone/Postage							
10	38xx/55xx	Other Utilities							
11	31xx	Purchased Services - Staff							
12		Other Non-Veh Purch Serv.							
13	TOTAL NON-VEH RELATED P/S								
3000/4000 - PURCHASED SERVICES - VEHICLE RELATED COSTS									
			No. of Vehicles		No. of Vehicles		No. of Vehicles		
14	3310	Pupil Trans. by Carrier							
15	3310	Pupil Trans by Carrier (b/y)							
16	3330	Family Vehicle K Costs							
17	3310	Contracted Taxis							
18	3930	Pupil Trans. Fleet Ins.							
19	4230	Contracted/Leased Buses							
20	4xxx	Other Vehicle Costs							
21	TOTAL VEHICLE RELATED P/S								
5000 - SUPPLIES									
22	5710	Gasoline/Fuel							
23	5710	Oil/Grease							
24	5720	Tires/Batteries							
25	57xx	Other Supplies/Repair Parts							
26	5910	Office Supplies							
27	TOTAL SUPPLIES								
28	7000	Other Expense/Adjustment							
29		Bus Amortization							
30	TOTAL EXPENDITURES								
MILEAGE DATA									
31	Total Annual Miles								
32	Total Riders Per the Count Week								
33	Total Fuel Consumed (in gallons)								
34	Miles Per Gallon								

**SM-4094
Worksheet**

Use this worksheet to insert and review the accuracy of the data reported on the SM-4094 Transportation Expense Report. While placing the information into the report, the worksheet will automatically perform a general accuracy check on the data. For example, if reported fuel economy is below 4 miles per gallon or above 15 miles per gallon, it will indicate to "check numbers." A data entry line left blank will elicit the question "Where are the data?" Entering information into the report automatically triggers the calculation of data used to analyze the cost and operation of school bus fleet activities. The calculations listed below automatically generate information from the reported fleet expenses and operations. Use this information to analyze school bus fleet financial and operational performance.

Download the SM-4094 Worksheet from the MVU or MDoE websites titled Part I: "Back-to-School Briefing Documents, Materials, and Resources. Use the Tab key on your computer to navigate the electronic worksheet.

[Financial Information Database \(FID\) Transportation Expenditure Report \(Form SE-4094\) User's Guide](#)

Rides per School Year
Cost per Mile
Cost per Rider
Cost per Ride
Cost per Bus
Cost of Fuel per Gallon
FTE Drivers per School Bus
Miles per Passenger
Miles per Vehicle
Vehicles per FTE Tech
Garage Total Expense
Garage Ops as % of Total Exp
Fuel as % of Total Exp
Benefits as % of Total Exp
Gallons of Fuel/Bus/Year
Annual Veh Operating Cost
Annual Cost of Veh Maint

Records Retention and Disposal Schedule

for Michigan **Public** Schools

Education Bulletin #522 Revised

Approved December 7, 2010

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